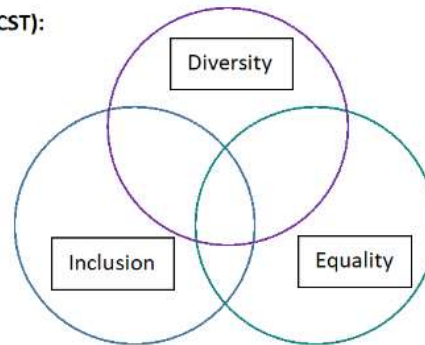


This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Distinguishing the Terms (CST):



Diversity – Diversity is simply difference

Equality – Equality legislation protects the individual's right to be different

Inclusion – A culture of inclusion enables the individual to make a difference

Equality Strategic Priority 1: By 2026 we will ensure our school clearly shows positive images of disabled people, of both women and men in non-stereotypical gender roles and of people from a wide range of ethnic, religious and cultural backgrounds.

Rationale: *(Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.)*

We have noticed a change in diversity in our school and community in the last two years that is something to celebrate. We have 41 (18%) children with EAL and 16 different languages. Of those 41 children four are new to English and two are developing in competency in English. We have had an increase in the number of children joining our school with SEND. This year we have 19 children with SEND on SEND support plans which is similar to last year but there has been an increase in the number of children on ADPRS from 11 to 16 children.

With this changing cohort and community, we feel it is vital we improve the skills and attitudes to enable our pupils to appreciate and value uniqueness and diversity and ensure all our children have a sense of belonging in our community.

Research shows: (istudent global)

Exposing children to diversity early on can have an impact on how successful they are as adults. According to a study which recorded youths from seven countries, children between 4 and 15 years old rejected unfair deals that gave others advantages and disadvantages. By learning to work with others regardless of status or race, children will incorporate those attitudes well into adulthood. Fairness and equality can be a matter of common sense versus an area of inexperience.

Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom
To ensure school offers aspirational opportunities for all children so they can see the value they will and can bring to the community	<p>Inclusion will be reflected in our curriculum</p> <p>Inclusion will be reflected in our English texts and wider reading resources.</p> <p>Children will be inspired to pursue their education and be curious about their future</p> <p>Children will engage positively in the community</p>	<p>Resources will have multicultural themes and avoid stereotypes in curricular resources</p> <p>Purchase and provide books that offer diversity and representation of all the children in our school, invite children to bring in books written in their mother tongue</p>		<p>SLT/ Teachers/ TAs</p> <p>SLT/ Teachers/ TAs</p> <p>SLT/ Teachers/ TAs</p> <p>SLT/ Teachers/ TAs/ Parents/ Children</p>
Autumn 2023 Progress Review	<p>All classroom displays have an inspirational person on them that celebrate diversity and work against stereotyping</p> <p>We have consciously employed staff from a range of ethnic origins that more effectively reflect our increasingly diverse cohort</p> <p>We have ensured our books, reading curriculum and writing curriculum offer a range of books that increases children’s awareness of different cultures and ethnicities but also celebrates the children we have in our school. We have worked to get a balance between offering window and mirrors throughout our curriculum to promote EDI</p>			
Autumn 2024 Progress Review	<p>All classroom displays celebrate and challenge stereo type and prejudice which in turn has supported children to feel valued in their classroom – this is evident from the survey outcomes in priority 3.</p>			

	<p>Staff challenge stereo types and prejudice which is shown through our CPOMS recordings Ofsted explicitly detailed in their feedback that the school provides outstanding personal development which included the teaching of PSHE and how this translates into life outside the discreet lessons, e.g. how children and staff treat each other, modelling school and British values.</p>
<p>Autumn 2025 Progress Review</p>	<p>As a school we continue to promote equality and diversity through our environment and curriculum. We have commissioned art work on the walls to show unity and celebrate diversity We have organised career visitors from ethnically diverse backgrounds to share the career journey and inspire all children to see themselves reflected in the community and feel motivated to achieve their potential. For example, performers to support children in broadening their awareness of other cultures Children have gone out into the community to support vulnerable citizens and share kindness and compassion in their engagement and support</p>
<p>Autumn 2026 Progress Review</p>	

Equality Strategic Priority 2: By 2026 there will be no identifiable trend between boys and girls achieving age related expectations in writing.

Rationale: *(Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.)*

As detailed in our SIP, data indicates attainment and progress needs to improve in all year groups in writing. However, it also shows that overall girls are achieving better in writing than boys and this has been a trend for the last two years. It is vital this gap is closed to ensure our curriculum enables all children to thrive irrespective of their gender.

Staff need to have a clear understanding of start points of boys and girls and plan according to these using the Talk 4 Writing (T4W) approach. It is important when using this approach that the model texts and class novels chosen, do not eliminate the interest of any one gender but that all interests of the cohort are taken into account no matter what their gender. Model texts and class novels should be chosen to inspire them as writers. Expectations should be equally high for all genders and marking in writing needs to be developed to ensure it is purposeful, motivational and impactful to contribute to the development of consistently high standards of writing for children no matter what their gender.

It is important we breed a culture that both genders can express themselves freely without feeling that certain skills are attributed to specific genders.

LHA Writing	Number of pupils				% of pupils working at the expected sta			
	April		July		April 2022		July 2022	
Year	B	G	B	G	Boys	Girls	Boys	Girls
Y1	8	16	8	16	25	38	13	63
Y2	9	15	10	14	67	40	80	50
Y3	17	13	17	13	35	62	31	69
Y4	16	11	15	11	19	36	40	46
Y5	10	12	13	14	40	25	54	36
Y6	13	18	13	18	38	56	46	61


There have been significant improvements in our writing and there has been a reduction in gaps between boys and girls in a number of year groups. However, there is still a significant gap in two year groups that needs addressing as well as continuing to improve standards overall for both genders.

LHA Writing	Number of pupils				% of pupils working at the expected standard or above									
	April		July		Dec 2022		April 2023		July 2023		Change in % of pupils working at:			
	B	G	B	G	Boys	Girls	Boys	Girls	Boys	Girls	Dec-April		April-July	
Y1	9	1	8	1	55.6%	31.6%	77.8%	52.6%	75%	55.6%	+22.2%	+21%	-2.8%	+3%
Y2	9	1	1	1	33.3%	47.1%	44.4%	52.9%	40%	64.7%	+11.1%	+5.8%	-4.4%	+11.8%
Y3	1	1	1	2	63.6%	57.1%	63.6%	60%	54.5%	47.6%	+0%	+2.9%	-9.1%	-12.4%
Y4	1	1	1	1	40%	66.7%	40%	73.4%	53.4%	56.3%	+0%	+6.7%	+13.4%	-17.1%
Y5	1	1	1	1	53%	53.8%	50%	69.2%	66.7%	64.3%	-3%	+15.4%	+16.7%	-4.9%
Y6	1	1	1	1	50%	50%	62.6%	50%	62.6%	62.6%	+12.6%	+0%	+0%	+12.6%

Research shows: (Human Rights Careers)

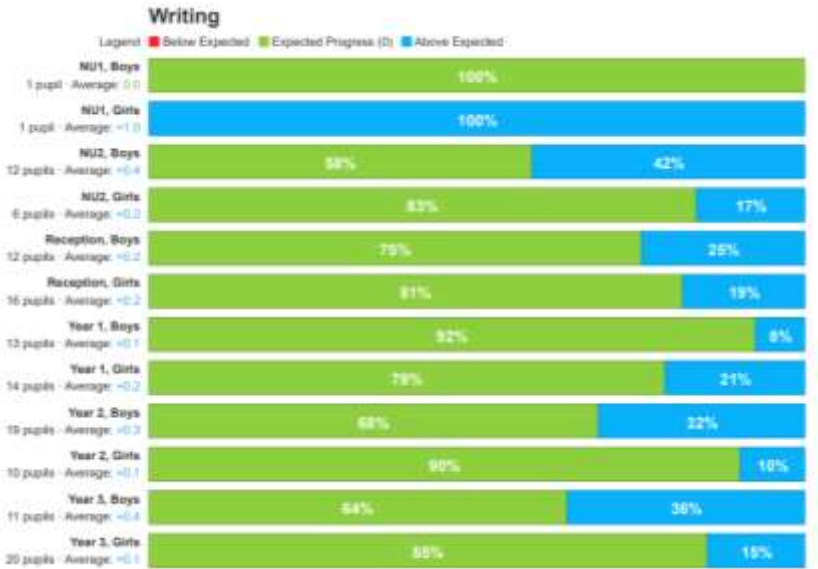
When there's gender equality, men have more freedom about how they express themselves. This extends into the career field, as well, since no job is considered "for women only." [This is equally the same for women.]

Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom
<p>To continue to diminish the gap between boys and girls working at the expected standard by at least 10% in each year group or where there is not a 10% gap the gap is closed.</p>	<p>A Teaching and Learning Policy will be monitored as part of the monitoring cycle to ensure there is a high and consistent standard of teaching for all children across the school.</p> <p>The Feedback Policy has been reviewed and will continue to be monitored. Children will thrive as a result of impactful feedback that enables outcomes for all to improve.</p> <p>A clear monitoring schedule for writing will be in place that can evidence effective teaching that caters for all children.</p> <p>Progress meetings will show all children are making progress and the gap between genders is closing</p>	<p>Write a Teaching and Learning policy that reflects the expectations that all children's needs are catered for and that teachers present learning in a way all children can access and thrive with.</p> <p>Through Book Looks and lesson observations the Feedback Policy will be monitored with the expectations that all children are offered support when they need it and all children can use this support to make progress</p> <p>Monitoring will take place that actively seeks to ensure the Teaching and Learning of all children are effective and that inclusion is evident in every lesson through teaching, resourcing and the environment</p> <p>Progress meetings to take place termly to monitor the gender gap and generate discussion on how to continue to close the gap.</p>	<p>Sept 24, Jan 25, May 25</p> <p>Sept 24, Jan 25, May 25</p> <p>Sept 24, Jan 25, May 25</p> <p>Dec 24, April 25, July 25</p>	<p>EHT/HoS/AHT</p> <p>EHT/HoS/AHT</p> <p>EHT/HoS/AHT / Subject Lead</p> <p>EHT/AHT/ HoS/ Teachers</p>

	<p>The school SIP is focussed on continue to develop writing outcomes across the school</p> <p>Staff will be confident in use data wisdom from the cold tasks to inform planning and model text</p>	<p>SIP is written to reflect the need to improve writing across through school through effective teaching of all children, meeting needs in a timely and effective way and supporting children to develop their own writing style.</p> <p>Teachers to analyse cold tasks to determine what needs teaching and how the model text needs to be refined to support skills gaps and writing styles</p>	<p>Each unit (4/5 weeks)</p>	<p>EHT/HoS</p> <p>Teachers</p>
<p>Autumn 2023 Progress Review</p>	<p>We have written a T&L policy and training has taken place to ensure it is implemented and executed effectively</p> <p>We have written a feedback policy and training has taken place to ensure it is implemented and executed effectively. We have carried out book look sand identified key next steps that have been implemented.</p> <p>Monitor cycles in writing have taken place and performance management and self-improvement plans are in place</p> <p>All staff new to LHA have been booked on to the T4W training</p>			
<p>Autumn 2024 Progress Review</p>	 <p>Overall attainment in writing has improved and gaps are reducing while maintaining high outcomes. T4W training has taken place will all teachers, tailored to improving the standard of writing in school T4W trainer has taught class teachers' classes to model with individual cohorts specifically how writing styles can be developed to achieve high outcomes and close gaps.</p>			

Model texts have been refined in line with the needs of each cohort to ensure teaching of skills and writing styles are highly tailored to each class

Autumn 2025 Progress Review



Writing outcomes are getting stronger and stronger each year. It is clear that in a number of year groups boys are now outperforming girls. However, there are two year groups where there is still a gap between boys and girls. These children have significant needs but have made above expected progress each year that has exceeded the girls' progress in that year group.

Autumn 2026 Progress Review

Equality Strategic Priority 3: By 2026 95% of staff will feel confident to effectively promote equality and diversity in the school.

Rationale: *(Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not.)*

Staff survey in 2023 showed that 30% of staff do not feel confident to effectively promote equality and diversity in their teaching and 50% felt every child did not feel fully represented and included in their class. Therefore, it is vital to improve this percentage to ensure the best possible learning experience for our children who can go on to be outstanding citizens in the community. We have worked hard to bring equality and diversity into all areas of our curriculum. Our learning blocks incorporate the importance of celebrating everyone through our values, British values and our 'why here, why now' consideration. There is particular focus in our PSHE curriculum. However, we need to work on making this learning more explicit and responsive to the needs of each cohort in every subject. In order to develop our curriculum and build on the success of celebrating differences, emphasising this as a uniqueness, staff need to feel confident to identify learning opportunities and incorporate them into their lessons in all subjects. Through staff meetings and training, we will work to develop this confidence and skill to ensure our curriculum is more deliberately tailored to the needs of our cohort and the teaching they need, to ensure all children can see themselves and feel supported in our community.

1. I feel 100% confident in promoting equality and diversity in my teaching (0 point)

[More Details](#)

- Yes
- No



3. Every children in my class feels fully represented and included (0 point)

[More Details](#)

- Yes
- No



There has been improvement in staff confidence to promote equality and diversity but there is still work that needs to be done to achieve 80% of staff feeling confident with the aim of getting to 95% by 2026

I feel 100% confident in promoting equality and diversity in my teaching (0 point)

[More Details](#)

- Yes 6
- No 3



Every children in my class feels fully represented and included (0 point)

[More Details](#)

- Yes
- No



Research shows: (Drexel University School of Education)

It is important to remind ourselves why diversity and cultural awareness is so crucial in the classroom and the benefits it can have on students now and in the long-term. Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities.

Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom
At least 95% of staff will feel confident to promote equality and diversity across the curriculum so all children feel recognised	Staff meetings will demonstrate teachers can manage the scenarios presented and show confidence in the promotion of equality and diversity	Staff meetings to take place that present staff with various equality and diversity scenarios and asking staff to decide the best course of action to ensure we are promoting equality and diversity across the school	Every Wednesday	HoS/Teachers
	Staff throughout the school will be role models and confidently challenge and self-critique bias and assumptions	Staff will be role models and actively challenge and self-critique bias and assumptions, for example through their choice of vocabulary – instead of saying come and sit down guys say come and sit down everyone...good morning boys and girls should be good morning class...	From Sept 24	All staff
	Teaching and the curriculum will promote equality and diversity	Curriculum refinement focussing on precise knowledge and a balance between mirrors and windows into equality and diversity will be in place	On-going	EHT/HoS/AHT/ Teachers
		A speech and language team has been commissioned to support all children not just in	On-going	SLT/ Teachers/ TAs

	<p>Staff will be confident in promoting effective speech and language across the school so all children feel heard and understood</p> <p>Our responsive curriculum document will continue to evidence teachers addressing equality and diversity effectively and in a timely manner</p> <p>Children will feel teachers appreciate their uniqueness through the practice they show children</p> <p>Staff will show confidence in the classroom at promoting equality and diversity</p> <p>Planning and curriculum documents will show staff understand and know how to promote equality and diversity</p>	<p>speech production but in how they speak and listen to each other effectively and resources will be developed to further aid understanding.</p> <p>PSHE lessons will be responsive to the equality and diversity needs of their class – logging it on our responsive curriculum document</p> <p>‘Cultural chests’ will be rolled out across the school – every child being given the opportunity to bring in what is important to them and share with the rest of their peers to celebrate their diversity.</p> <p>Learning walks will and lesson observations will continue to take place that evidence staff are confident to address and promote equality and diversity in their class</p> <p>Staff, with the support and guidance of Subject Leaders, will continue to embed equality and diversity in our curriculum and their planning, using the amended reading book mapping and Model texts</p>	<p>As required – see responsive curriculum document</p> <p>May 2024</p> <p>Sept 24, Jan 25, May 25 (Weekly learning walks)</p> <p>On-going</p>	<p>Teachers</p> <p>Teachers/ Children/ Parents</p> <p>Teachers/ Subject Leaders</p> <p>Teachers/ Subject Leaders</p>
<p>Autumn 2023 Progress Review</p>	<p>We have commissioned a Speech and Language Specialist to work with use weekly to support children to articulate themselves and listen carefully to others</p> <p>Matthew Parker has carried out 4 days training in September and November and as part of this training explored the opportunities in the curriculum to challenge stereotyping and prejudice</p>			

PSHE is taught and has been monitored by the Subject Leader. This term and next term children will be focussing on being me in my world and celebrating difference which promotes the importance of feeling confident in who they are and appreciating others contribution to society
 All children in our EYFS have bought in their cultural chests to celebrate what is important to them and encourage those around them to do the same

Autumn 2024 Progress Review

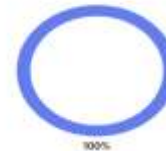
1. I feel 100% confident in promoting equality and diversity in my teaching (0 point)

Yes
No



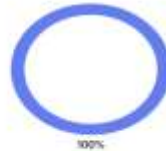
2. I fully understand the importance of embedding equality and diversity in my teaching (0 point)

Yes
No



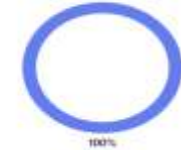
3. Every children in my class feels fully represented and included (0 point)

Yes
No



4. The school is welcoming and inclusive of all ethnicities (0 point)

Yes
No






5. Equality and diversity is embedded in our school curriculum (0 point)

Yes
No



There has been a significant improvement in staffs' confidence to effectively promote equality and diversity (see results above)
 The curriculum has been refined to promote equality and diversity, e.g. book mapping and model texts
 Ofsted explicitly detailed in their feedback that the school provides outstanding personal development which included the values shown to valuing each child in the school

<p>Autumn 2025 Progress Review</p>	<p>We have had two new staff join us this year and they have been supported through the equality and diversity training. All staff have had micro aggression training this year to support them in recognising what this is and how important it is to not. All established staff feel confident in promoting equality and diversity and inductions and training support is in place for the 2 staff new to the school</p> <p>I fully understand the importance of embedding equality and diversity in my teaching (0 point)</p>  <p>● Yes 8 ● No 0</p> <p>100%</p> <p>The school is welcoming and inclusive of all ethnicities (0 point)</p>  <p>● Yes 8 ● No 0</p> <p>100%</p> <p>Every children in my class feels fully represented and included (0 point)</p>  <p>● Yes 8 ● No 0</p>
<p>Autumn 2026 Progress Review</p>	

Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.